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ABSTRACT

This activity, the fourth in the elementary set of teacher-developed instructional activities for teaching geography, focuses on knowledge and cognitive processes of economic and social diversity within an urban setting. Content includes the economic and social structure and problems of American cities as exemplified by Gary, Indiana. The processes stressed are classifying, interpreting, evaluating, and decision making. Maps constructed from census data serve as the source for raising questions and developing hypotheses concerning correlations, causes, and consequences of the city's structure and problems. Role playing and sociometric mapping techniques are employed as a means for considering criteria used to evaluate people. See SO 009 140 for a general description and explanation of the elementary and secondary sets that comprise this series. (Author/ND)

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INSTRUCTIONAL ACTIVITIES SERIES IA/E-4

ECONOMIC AND SOCIAL DIVERSITY WITHIN THE URBAN SETTING:

FOCUS ON THE AMERICAN CITY

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Knowledge and cognitive processes together provide the focus of this activity. The content includes the economic and social structure and the problems of American cities as exemplified by Gary, Indiana; the processes stressed are the thinking processes of classifying, interpreting, evaluating, and decision-making. Maps constructed from the census data serve as the source for raising questions and developing hypotheses concerning correlations, causes, and consequences of the city's structure and problems. Role-playing and sociometric mapping techniques are employed as means for considering criteria used to evaluate people.

Mapping Objectives

1. Student uses appropriate symbols to depict phenomena.
   a. Uses dots, lines, and colors to depict specific cultural phenomena.
   b. Recognizes how symbols can show different quantitative distributions.

2. Student seeks co-relations and makes inferences through the comparison of data.

Mapping Procedures

1. Collect data (data for study attached)

2. Group data
   a. Determine the range of data - highest and lowest - by inspection.
   b. For each data category round down the lowest entry to the smallest whole number and round up the highest entry to the largest whole number, e.g. 10035 to 10000; 21700 to 22000; 8.3 to 8.0; 12.7 to 13.0.

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c. Survey data and range and decide upon the number of groupings.

1) Avoid too many or too few groups, 3-7 groups are most frequent

2) Be sure groupings are of equal size.

Interval of 1 = 0, 1, 2, ... N or 8.0-8.9, 9.0-9.9, 10.0-10.9 ... N
Interval of 5 = 20-24, 25-29, 31-34, ... N
Interval of 2000 = 10,000-19,999; 20,000-21,999; 22,000-23,999, ... N

3) The number of entries within each group vary, some groups may be empty.

3. Select representation for groupings

a. Color - discrete: red, blue, yellow, etc..
b. Color - continuous: lowest pale blue to highest, dark blue.
c. Symbol - discrete: A,B,C,...Z; *,#,x, etc.
d. Symbol - continuous: . . . . ::::::, ::::::, etc.

4. Map data

5. Seek correlations and interpretations of possible causes and consequences of data. This is the goal of mapping.

OBJECTIVES

Level I: Social studies education provides students with opportunities to develop their reasoning abilities in connection with social phenomena.

Level II: (Behavioral Objective):

1. To develop map-making skills.
2. To develop map interpretation skills, hypothesizing about correlations and possible causes and consequences.
3. To develop awareness of human evaluation criteria.
4. To provide opportunities to make decisions regarding human evaluation.
5. To provide opportunities for student interaction among peers.

PROCEDURES

Mapping and Interpretation: Using the census tract map and a U.S. map, discuss and list possible occupations and problems of Gary, Indiana. Group students into small groups (2-4), have each group plot the data for one or two of the columns #1 through #6. Have groups develop questions and/or hypotheses concerning correlations, causes, and/or consequences of occupations, social situations, problems, and the completeness of the data. This lesson might then proceed into individualized research

of topics such as the steel industry, recreational facilities, etc., or into a similar study of the students' hometown, or into the role-playing lesson.

Role-playing: Have the students plot the racial column, #7. Discuss possible causes and consequences, including attitudes, of the racial distribution. Discuss possible criteria for people evaluation, such as, achievement: economic, social, political, educational status, interests, skills, talents, and ascriptive: race, sex, age. Distribute the ditto, "Who Lives Where?" and ask for volunteers to role-play. Allow for free discussion and interaction. Do not seek consensus. The goal of role-playing is the expression of various attitudes and consideration of possible consequences of the varying attitudes.

Socio-metric mapping: Prior to role-playing allow free choice in seating or grouping. Map the classroom distribution of students. After role-playing share the map with the students and discuss possible consequences of sexual, racial, intellectual, and home-locational discrimination, or lack thereof, with students.

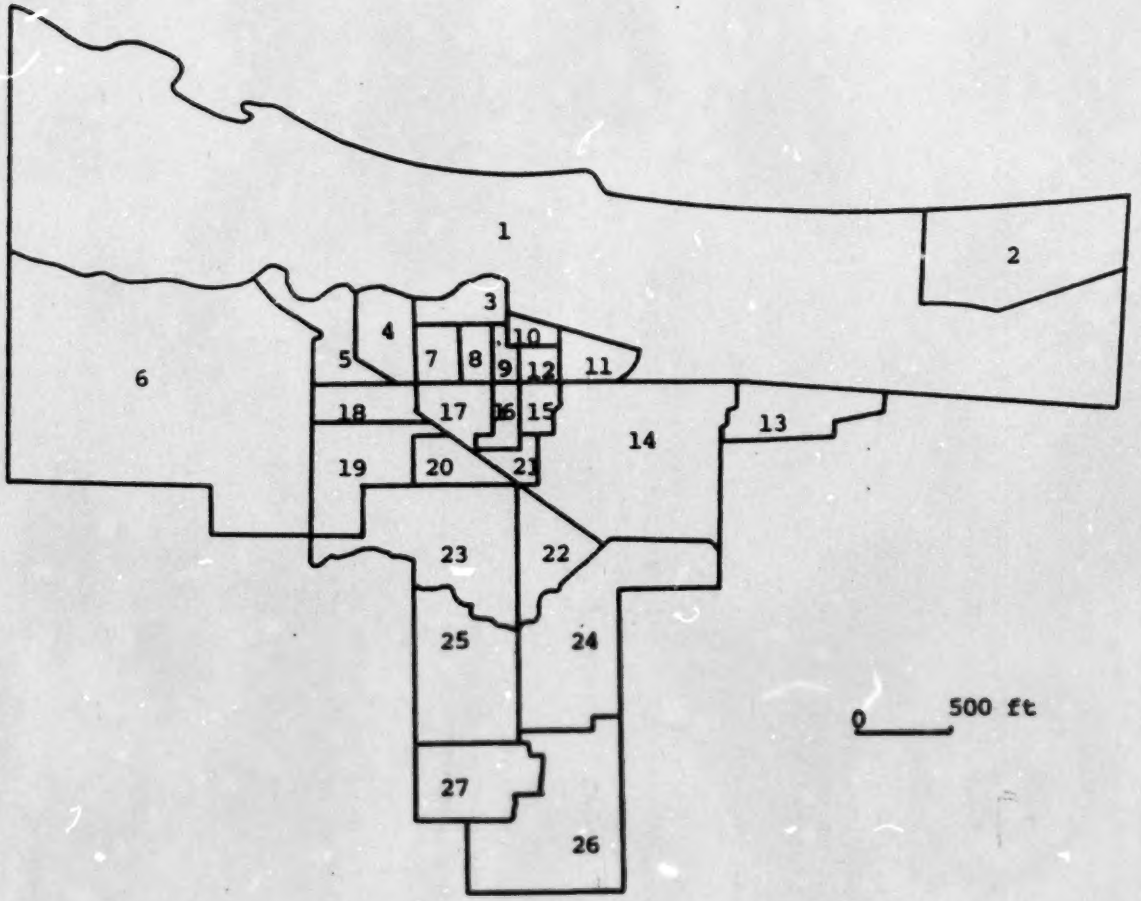
EVALUATION

Mapping: Have students compare their initial maps seeking and listing their map's strengths and weaknesses in regard to plotting and symbolizations and the ease and accuracy of interpretations. Compare student evaluation with teacher's.

Reasoning: Before mapping, and after each mapping and group work have students record their perception of the central problems, possible causes and consequences of those problems, and the limitations of the data. Compare and discuss the changes and growth of understanding.

Human evaluation: Prior to role-playing ask the students to list criteria for evaluation of human beings. Do the same after the role-playing and discussion experience. Discuss the changes in knowledge.

CENSUS TRACTS -- GARY CITY



Economic and Social Data: Gary, Indiana

	#1	#2		#3	#4	#5	#6		#7	
								Craftsmen 448		
1.	$5998	3.08	yes	$13900	9.82%	12.0	+23%	Operatives 334	1/99	1.
								Lab.123/Prof.122		
								Managers 367		
2.	$9350	1.2%	no	$21700	3.44%	12.6	+28%	Profess. 331	1/99	2.
								Craftsmen 272		
								Craftsmem 329		
3.	$5312	4.1%	yes	$11500	11.62%	8.9	+ 3%	Operatives 320	1/99	3.
								Laborers 280		
								Craftsmen 352		
4.	$7923	1.6%	yes	$17800	.68%	12.4	- 3%	Profess. 264	1/99	4.
								Managers 254		
								Craftsmen 274		
5.	$6950	1.2%	yes	$13900	39.94%	11.9	n.a.	Operatives 188	1/99	5.
								Profess. 90		
								Craftsmen 1450		
6.	$5291	2.8%	no	$12400	8.24%	10.3	+96%	Operatives 1305	25/75	6.
								Laborers 618		
								Craftsmen 283		
7.	$6244	1.5%	yes	$15500	7.24%	12.2	n.a.	Operatives 189	1/99	7.
								Profess. 187		
								Operatives 294		
8.	$5685	2.5%	yes	$13600	13.27%	11.0	- 4%	Craftsmen 287	1/99	8.
								Laborers 147		
								Laborers 274		
9.	$4186	5.7%	yes	$12800	12.67%	8.8	n.a.	Operatives 266	1/99	9.
								Craftsmen 255		
								Craftsmen 344		
10.	$4279	3.3%	yes	$12600	4.55%	10.4	- 8%	Operatives 322	1/99	10.
								Laborers 184		
								Craftsmen 456		
11.	$6266	1.2%	yes	$12400	6.09%	10.8	- 1%	Operatives 403	1/99	11.
								Laborers 179		
								Craftsmen 247		
12.	5157	4.3%	no	$12100	20.42%	9.4	- 7%	Operatives 244	1/99	12.
								Laborers 148		
								Craftsmen 460		
13.	$7160	1.0%	no	$13300	2.23%	12.1	n.a.	Operatives 368	1/99	13.
								Man.121/Prof.119		

Tract Number	Median Income	% Unemployed	Houses: Majority Built pre-1939	Valuation of Houses: owner occupied	Houses: % deteriorating, delapidated	Schooling: Median Years	Population Change 1950-1960	Occupation: 1st, 2nd, 3rd ranking, Males	Racial: Ratio Black/White	Tract Number

Table 1

	#1	#2		#3	#4	#5	#6			#7	
								Operatives	1155		
14.	$4624	4.1%	no	$11800	19.28%	9.2	n.a.	Laborers	1151	96/4	14.
								Craftsmen	688		
								Craftsmen	98		
15.	$5524	...%	yes	$13800	.59%	8.9	-11%	Operatives	67	4/96	15.
								Sales	34		
								Laborers	520		
16.	$3333	5.4%	yes	$14200	59.42%	8.0	- 7%	Operatives	391	24/76	16.
								Craftsmen	185		
								Operatives	304		
17.	$5327	2.6%	yes	$12300	17.99%	8.5	- 5%	Craftsmen	289	32/67	17.
								Laborers	211		
								Craftsmen	276		
18.	$5726	4.2%	yes	$11100	23.26%	9.1	n.a.	Operatives	222	21/78	18.
								Laborers	174		
								Craftsmen	523		
19.	$5263	4.2%	no	$12500	19.16%	9.9	+38%	Operatives	502	76/24	19.
								Laborers	330		
								Operatives	351		
20.	$4444	5.8%	no	$14200	26.66%	8.9	+65%	Laborers	214	97/3	20.
								Craftsmen	141		
								Laborers	359		
21.	$4044	7.6%	yes	$12900	19.33%	8.5	- 3%	Operatives	346	96/4	21.
								Craftsmen	196		
								Laborers	449		
22.	$4021	6.5%	yes	$10000	42.52%	8.6	+ 9%	Operatives	385	99/1	22.
								Craftsmen	277		
								Laborers	980		
23.	$4093	7.0%	yes	$11300	29.29%	9.3	+25%	Operatives	961	99/1	23.
								Craftsmen	751		
								Craftsmen	665		
24.	$6008	2.6%	no	$12300	5.68%	9.3	n.a.	Operatives	433	../99	24.
								Laborers	155		
								Craftsmen	685		
25.	$6865	.1%	no	$14100	7.17%	11.1	+21%	Operatives	547	../99	25.
								Man.261/Prof.252			
								Craftsmen	1049		
26.	$6918	1.7%	no	$14000	12.53%	10.8	n.a.	Operatives	747	../99	26.
								Prof.271/Lab.268			
								Craftsmen	612		
27.	$6968	2.0%	yes	14100	5.46%	12.0	+15%	Operatives	434	../99	27.
								Profess.	219		

Tract Number	Median Income	% Unemployed	Houses: Majority Built pre-1939	Valuation Houses: Owner Occupied	Houses: % Deteriorating, Delapidated	Schooling: Median Years	Population Change 1950-1960	Occupations: 1st, 2nd, 3rd ranking, Males		Racial Ratio Black/White	Tract Number

Calculated from: U.S. Department of Commerce, Bureau of the Census, Censuses of Population and Housing: 1960 (Washington: U.S. Government Printing Office).

Table 2

Who Lives Where?

Role-play what you think the family members, as described below, might say during the family dinner in connection with the given situation. Consider attitudes, desires, goals, and problems each member might express, how they might see and evaluate the situation and the other family members.

Family: Akins (Negroid)
The Akins family arrived in Gary two days ago. Mr. Akins has accepted the position of city engineer. They have been living in Hartford, Connecticut. The family is seeking a place to live. Where might they want to live? What problems might they have to plan to face? How might they prepare to face those problems?
Father: Bruce. College education. Interests include modern music and art, especially his collection of African crafts.
Mother: Penny. College education - teacher. Interests include music, especially tribal songs from Africa, and sewing.
Son: Jimmy. Interests include basketball, rockets, and math. Age 15.
Daughter: Wanda. Interests include art and dance. Age 16.

Family: Bricks (Caucasoid)
The Bricks family lives in tract 2. Mr. Bricks is one of the vice-presidents of U. S. Steel. The family moved from Alabama, where they had lived all their lives, last year. There is an empty house next to them which has just become available for sale, but is not yet on the open market. The house is an excellent buy. How might these family members react to informing the Akins about the empty house?
Father: John. College education. Interests include golf, yachting, and modern art. Activities include an appointed position on the city council of Gary.
Mother: Priscilla. (nee Davis - descendent of Jefferson Davis) Interests include golf, geneology, and the United Daughters of the Confederacy.
Sons: Bill and Barry, twin boys aged 15. Interests include basketball, hot-rods, and science.

Family: Cassidy (Caucasoid)
The Cassidy family lives on the other side of the empty house in tract 2. Tom Cassidy is the head of the Welfare Department of Gary. The family moved from New York City eight years ago. Tom met Bruce at lunch today. How might these family members react to informing the Akins about the house?
Father: Thomas. College education. Interests include colonial artifacts, woodworking and archery.
Mother: Suzanne. Interior decorator. Interests include art history, conservation and conservation education.
Son: Brad. Interests include art, history, and the out-of-doors, especially wild life photography and hiking. Age 17.
Daughter: Yevonne. Interests include art, science, and rock music. Age 14.